

Comprehensive Standard 3.7.1

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Impact Statement

Prior to the merger of Baton Rouge Community College (BRCC) with Capital Area Technical College (CATC), criteria for hiring faculty were based on credentials according to guidelines provided by SACSCOC (for BRCC: [Figure 3.7.1.1 SACSCOC Faculty Credentials Guidelines](#)) and by the Council on Occupational Education (COE) and the Louisiana Technical College (LTC) (CATC: [Figure 3.7.1.2 COE 2012-Handbook-4-1-2012](#), and [Figure 3.7.1.3 LTC Faculty Job Description IS145-061807](#), respectively).

At each institution, the types of courses and programs offered reflected the colleges' mission and goals. At the community college, Faculty Qualifications have been outlined in the Faculty Handbook published annually ([Figure 2.8.1 2014 Faculty Handbook](#)). Faculty hired were qualified to teach for-credit courses in areas ranging from developmental education and transferable General Education to professional, occupation, and technical. At the technical college, Minimum Accepted Qualifications were outlined in Instructional Services policies posted on the college website ([Figure 3.7.1.4 CATC IS 145 Faculty Job Description](#), and [Figure 3.7.1.5 CATC IS 170 NOCTI National Occupational Center Testing Institute](#)). Faculty hired were qualified to teach for-credit transferable and non-transferable for-credit courses in General Education, career preparation, and developmental education.

The merged institution, Baton Rouge Community College (BRCC), is able to offer students a comprehensive suite of developmental, transfer, technical, and vocational courses, and programs that prepare them for transfer and/or for entering the workforce – all of which support the mission and goals of the institution. The faculty of the merged institution possess the wide variety of credentials required to support and deliver instruction in all of these areas. BRCC will continue the practice of the former community college and “*will only hire faculty that meet or exceed...minimum credentialing qualifications as stated in the SACSCOC Criteria for Accreditation*” ([Figure 2.8.1 2014 Faculty Handbook](#)).

Rationale

The Faculty Roster documents that the College employs faculty members who are qualified to accomplish its mission and goals ([Figure 3.7.1.6 BRCC Master SACS Faculty Roster](#) and [Figure 3.7.1.7 CATC Master SACS Faculty Roster](#)). Transcripts and official certifications are used to document teaching qualification and qualifying credentials ([Figure 3.7.1.8 Faculty Credential Certification Form](#)), and related work experience, professional licensure/certifications, honors and

awards, excellence in teaching, and other demonstrated competencies ([Figure 3.7.1.9 Secondary Considerations for Faculty Credentials Form](#)).

For all transferable General Education courses and Associate Degree courses designed for transfer, a master's degree in the teaching discipline is desired. If the master's degree is in a field other than the discipline, documentation of 18 graduate hours in the discipline is required.

For teaching non-transferable Associate degree or Certificate courses, a master's degree or higher in the teaching discipline is desired. Alternatively, an instructor may qualify with (1) a master's degree in any discipline with 18 graduate semester hours in the teaching discipline, or (2) a Bachelor's degree or Associate's degree in the teaching discipline, or (3) demonstrated competencies in the course(s) being taught as documented through work experience directly related to the course(s) being taught or through professional, nationally recognized, achievement-based certification or licensure in the course content being taught.

The minimum academic degree for faculty teaching credit courses in professional, occupational, and technical areas must be the same level at which the faculty member is teaching. Note that in exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be accepted in lieu of formal academic preparation. Any such exception will be justified and documented fully on an individual basis by the division dean and the Vice Chancellor for Academic Affairs.

Faculty teaching the College Success/Career Preparation course (CSSK 102) must have a bachelor's or master's degree in a teaching discipline or in education.

Faculty teaching developmental Mathematics courses must have a bachelor's degree, preferably in Mathematics. Alternatively, an instructor may qualify with (1) a bachelor's degree in a related field (*e.g.*, statistics) or in education and 18 semester hours in mathematics, or (2) a master's degree in Mathematics, or (3) a master's degree in a related field (*e.g.*, statistics) or in education and 18 semester hours in mathematics (graduate, undergraduate, or a combination), or (4) a master's degree in any discipline with 18 graduate semester hours in mathematics.

Faculty teaching developmental English courses must have a bachelor's degree, preferably in English. Alternatively, an instructor may qualify with (1) a master's degree in English, or (2) a bachelor's or master's degree in education and 18 semester hours in English (graduate, undergraduate, or a combination), or (3) a master's degree in any discipline and 18 graduate semester hours in English.

Faculty teaching developmental Reading courses must have a bachelor's degree in education and at least 9 semester hours in reading (graduate, undergraduate, or a combination). Alternatively, an instructor may qualify with (1) a master's degree in education and 9 semester hours in reading (graduate, undergraduate, or a combination), or (2) a master's degree in reading or literacy, or (3) possess Reading Specialist Certification.

Supporting Evidence

[Figure 3.7.1.1](#) SACSCOC Faculty Credentials Guidelines

[Figure 3.7.1.2](#) COE 2012-Handbook-4-1-2012

[Figure 3.7.1.3](#) LTC Faculty Job Description IS145-061807

- [Figure 2.8.1](#) 2014 Faculty Handbook
- [Figure 3.7.1.4](#) CATC IS 145 Faculty Job Description
- [Figure 3.7.1.5](#) CATC IS 170 NOCTI National Occupational Center Testing Institute
- [Figure 3.7.1.6](#) BRCC Master SACS Faculty Roster
- [Figure 3.7.1.7](#) CATC Master SACS Faculty Roster
- [Figure 3.7.1.8](#) Faculty Credentials Certification Form
- [Figure 3.7.1.9](#) Secondary Consideration for Faculty Credentials Form